

CHAPTER 1

INTRODUCTION

This chapter illustrates the main content of this research, including the background, research questions, research purposes, research significances, rationale, and previous researches. Reasons are added here to prove that this research is feasible to be investigated. English reading materials is one of the objects that will be a further research in education, and how their relevance to the students' needs.

A. Background

English plays a substantial role in higher education. There has been a worldwide growth in demand for English in academic courses. English, the lingua franca of all sciences, has come out in non-English speaking countries as English for Specific Purposes (ESP) (Ghanbari & Eslami Rasekh, 2012). A growing mass of research has reported that a number of universities that are offering ESP courses are on the rise nowadays to meet the ever increasing specific needs of students who belong to different fields (Bracaj, 2014). ESP has grown to become one of the most significant areas of EFL (English as a Foreign Language) teaching.

ESP as a key feature of an ESP course is that the content and aims of the course are oriented to the specific needs of the students (Paltridge & Starfield, 2012). ESP courses, then, focus on the language, skills, and genres appropriate to the specific activities the students need to carry out in English. The most common issues in ESP is that English materials do not meet the students' needs (Ahmed, 2014). ESP is taught to meet the specific needs of the students, for instance listening, reading, writing, or speaking in order to gain effective teaching and learning. To enhance ESP teaching and learning needs analysis (needs assessment) is required an analysis of students' needs comprehensively. On the other hand, needs analysis (needs assessment) has a vital role in the process of designing also carrying out any language course relevant to the teaching and learning process (Haseli Songhori, 2008).

Needs analysis was introduced into language teaching through the ESP movement among the 1960s to 1970s (Richards & Renandya, 2008). In the formal and technical sense needs analysis is used in language teaching circles since '90s. Otherwise, this needs analysis was not advocated only for ESP, but also for second/foreign language students in general. Nevertheless, needs analysis has been conducted informally for years by lecturers who wanted to assess what language points their students needed to learn. Further, the various activities, usually called “approaches” are different expressions of this desire to figure out what students need to learn. Furthermore, it is important to find out a better idea about the techniques and strategies can adapt to enhance the students’ benefit of the English syllabus than if the lecturers do not make use of this process (Al-Hamlan & Baniabdelrahman, 2015).

The problem usually faced with ESP approach is that English materials do not meet the students’ needs. It is because the materials are not appropriate with students’ needs in their present studies and future profession. They found that English is essential to research for their field. ESP usually requires questions of language acquisition in the professional field. At the level of university studies, people assign ESP as teaching English language to students with different specialties, e.g., Business English – for economics students, Technical English – for engineering students, Scientific English – for postgraduates doing research, English for medical professionals – for medical students, etcetera. Since none of the professional languages is complete without lingua Franca; thus, before researching ESP, students should master General English. However, most of them had learned general English in previous schools, even though the materials virtually are no longer relevant for those who have a different profession. On the one hand, in any self-assessment or questionnaire-based survey, students almost always cite reading as the skill causing them the least difficulty (Jordan, 2009). Because in the workplace, the students will always face work requires text understood such as medicine recipe in medical area, law, technology, etcetera (Hirvela, 2004).

In Indonesia, English as a foreign language is commonly taught at the university level even though its major is not English Department. The existence of

English materials course in non-English department is aimed to let students' comprehend and already to face target situation they will meet. Nevertheless, stakeholders, teachers, or language planners think that English learning for the non-English department is only formalisation academy that should be fulfilled by presumption materials (Fitriani, 2014). The curriculum that is used at Mathematics Education Department in State Islamic University of Sunan Gunung Djati Bandung is KKNI (Kerangka Kualifikasi Nasional Indonesia). In this curriculum, the English Subject for Mathematics Education Students' is ESP based in elective course. From the result of research above, it can be concluded that some majors in State Islamic University of Sunan Gunung Djati Bandung not fully apply the ESP approach to their students.

ESP is an interesting topic for the researcher. The researcher saw friend of her whom the major is science, such as Biology, Chemistry Education, or Mathematics Education, they are often given the reading materials by English for example journals, textbooks, and so on. Therefore the researchers' curiosity bring her to know about needs analysis and questioning about the relevance with their learning needs. Can they cope with the materials? However, they only study English subject for one semester or two semester at their major. The Mathematics Education is being chosen because they learned English subject for two semesters. General English at the second semester, and English for Mathematics at the sixth semester which is ESP based.

In recent years (2015-2019), people have learned about English for Specific Purposes. Afterwards, there are some relevant studies regarding needs analysis in ESP (need assessment). Al-Hamlan & Baniabdelrahman (2015) investigated the application of a needs analysis helps to give lecturers a clear view of students' needs, Want and lack and it is essential to find out a better idea about the techniques and strategies they can adopt to enhance the students' benefit of the English syllabus. Another research conducted by Boroujeni & Fard (2015) investigated the content of the research to establish the need of a change in the way students experience the learning process, and the proposed change aims at introducing a modern approach. Meanwhile, English for Specific Purposes also studied by Rus

(2019) to define a demonstration of the advantages of using alternative assessment methods in the ESP (English for Specific Purposes) class. In Indonesia, Mubar, Miftahul (2016) investigated materials development in creating English learning materials especially speaking materials should be based on government rules and students' needs.

This research has a similar topic with the previous research by Al-Hamlan & Baniabdelrahman (2015); Boroujeni & Fard (2015); and Rus (2019) regarding needs analysis but in a different focus. Al-Hamlan & Baniabdelrahman, (2015); focus on developing English materials by needs analysis, on the other side Boroujeni & Fard (2015) about needs analysis of Administration Students, and Rus (2019) about assessment technique in teaching ESP. This research focuses on needs analysis in English reading materials and what is the relevancy with the students' needs. This research analyses reading materials that used, the relevance to the students' needs, and the prospective materials for them. Therefore, this research takes the title "AN ANALYSIS OF ENGLISH READING MATERIALS AND THEIR RELEVANCE TO THE STUDENTS' NEEDS."

B. Research Questions

According to the description above, the research questions can be formulated as follows:

1. What are the students' needs in learning English?
2. How relevant are the English reading materials with the students' needs?
3. What English reading materials may fulfill the Mathematics students' needs?

C. Research Purposes

From the research questions above, this research aimed to reveal the expected result, as follows:

1. To identify the students' needs in learning English.
2. To investigate the relevance of English reading materials with the students' needs.
3. To seek the English reading materials that may fulfill the Mathematics students' needs.

D. Research Significances

The findings of this research may give several benefits to English lecturer because subconsciously English reading materials can enhance the understanding of their students. This research gives several significances. *Practically*, this research is expected to establish the need for a change in the way students experience in the learning process and choose to appropriate English reading materials. *Theoretically*, this research can be useful for reading-learning process concerning English for Specific Purposes, and it is also expected that it can be used as primary research for the next research.

E. Research Limitation

This research focuses on the students' needs, the part of English for Specific Purposes process, in analysing the relevancy between English reading materials and the student's need of English for Mathematics subject at the Seventh students of Mathematics Education Department at the UIN Sunan Gunung Djati Bandung in academic year 2018/2019.

F. Rationale

This research focuses on analysing English reading materials and identifying the students' needs. Reading materials are objects to help the lecturer teach the lesson well. Furthermore, Dubin & Olshtain (1986) state that the materials provide alternatives for lecturers and students. Materials can be defined as anything or any source that can be used to assist the students in the process of language learning.

In ESP, the most crucial phase is a needs analysis phase. Needs analysis is the cornerstone of ESP and leads to a much-focused course (Dudley-Evans & St. John, 2001; Rus, 2019). Any course should be based on an analysis of students needs (Hutchinson & Waters, 1987). It means that we should analyse to help us define program goals. Thus, needs analysis collect the information as much as possible to get a comprehensive understanding of the students' needs.

Target needs were defined as Necessity, Want, and Lack. Necessity is the type of need determined by the demands of the target situation (Hutchinson & Waters, 1987). On the other hand, Want are the type of need determined by what students need to know also what they want to be learned. Meanwhile, analyzing lack is

looking into the target already know and which part are they lacking and need more focusing on. Some researchers have their own model to analyse students' needs. For instance, Jordan (2009) indicates that the main two models in needs analysis are the Target-Situation Analysis and the Present-Situation Analysis.

According to Richards (2001), in curriculum development, there are several purposes of needs analysis. The first is providing a mechanism for obtaining a full range of input into the content, design, and implementation of the language program. The second is identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program. Moreover, the last is providing data that can be served as the basis for reviewing and evaluating an existing program.

In analyzing the document data provide a framework for analyzing students' language needs to be based on recent research in second language instruction and comprehensive textbook evaluation. This framework requires gathering data as to why students are taking the course, how the students learn, what resources are available, who the students are, where and when the English course will take place. The evaluation process can be divided into four significant steps:

1. Defining criteria—on what bases will the writer judge materials?
2. Subjective analysis—what realizations of the criteria does the writer want in a course? (e.g., who are your students; what language points should be covered). The subjective analysis identifies requirements.
3. Objective analysis—how do the materials being evaluated realize the criteria? (e.g., who is the materials intended for; how is the content organized within the units). Objective analysis is in fact, materials analyzing.
4. Matching—how far do the materials match with students' needs? This question can be done impressionistically or by awarding (Hutchinson & Waters, 1987). Here is the scheme of research:

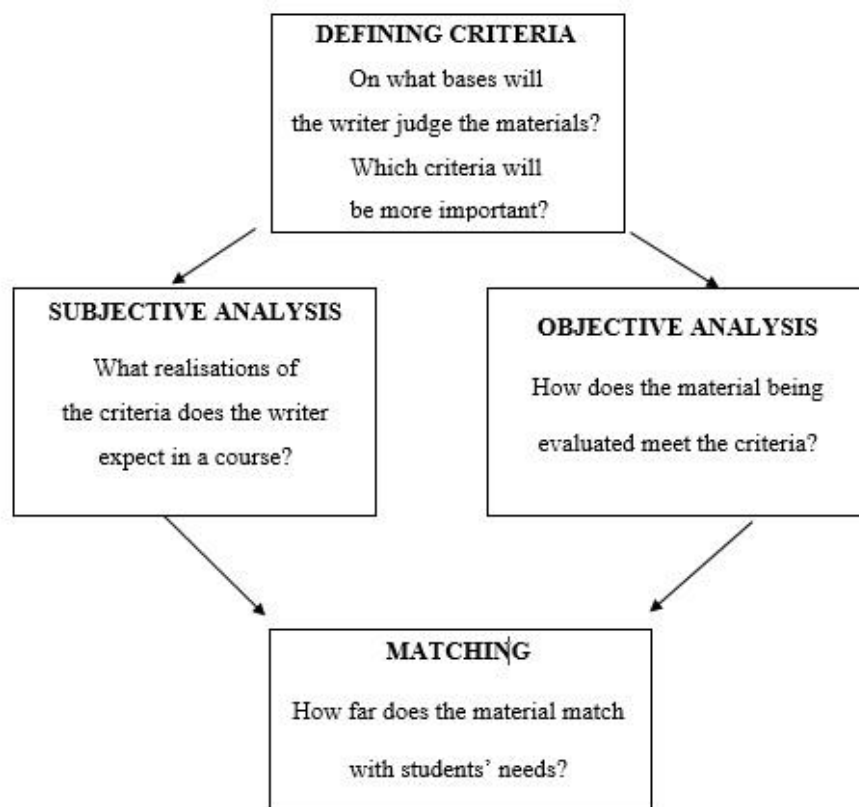


Figure 1.1 Scheme of Research

G. Previous Research

English for Specific Purposes has come up as a way of teaching English in a classroom. Therefore, people started to research ESP. Rus (2019) from University of Medicine, Pharmacy, Sciences and Technology of Targu Mures Romania did research that aims to demonstrate the advantages of using alternative assessment methods in the ESP (English for Specific Purposes) class. The research indicated the experience of alternative types of assessment for ESP (engineering) classes is based on the evidence that assessment methods must be continuously re-thought so that their learning potential is preserved and boosted. While not neglecting the importance of occasional summative types of assessment, what matters most for students is the formative type. They contribute to students' active involvement, in their becoming autonomous students not only of English but also of specialized knowledge. By applying diverse alternative types of assessment methods, students

are kept motivated and involved in the teaching process, which is the ultimate objective of any educational initiative.

Mubar (2015) conducted another research at State Islamic University Makassar made a research that aims to develop English speaking materials, especially speaking as additional learning sources. A research indicated that materials development in creating English learning materials, especially speaking materials should be based on government rules and students' needs. The materials should consider what students want to achieve a better result. When the student's needs are fulfilled by presented materials, the researcher believes the target of learning objective in the syllabus will achieve well. The students hoped that their lecturers are good at teaching them. The lecturers should know how to developed students' English materials. Moreover, the lecturers are asked to organise well the learning process and more prepared with the lesson plan. The students hope their lecturers can teach well and improve their speaking ability.

Another research conducted by Boroujeni & Fard (2015) at the University of Isfahan, Iran which resulted in the content of the research was to establish the need of a change in the way students experience the learning process, and the proposed change aims at introducing a modern approach. The result indicated that the analysis of data collected through a sample group of university students and lecturers of educational administration has indicated that there is a strong bias towards CLT. The students desire the kind of learning culture which CLT can provide, and lecturers also favour the elements of CLT. However, these conclusions are limited to a specific group of students and lecturers in a specific field of research. Therefore the conclusion may not take as an indication of acceptance and ownership by students and lecturers in other systems of education in Iran.

Another side Al-Hamlan & Baniabdelrahman (2015) conducted another research at the King Saud University, Saudi Arabia which resulted in the application of a needs analysis helps to give teachers a clear view of students' needs, Want and lack. Moreover, it is crucial to find out a better idea about the techniques and strategies he/she can adopt to enhance the students' benefit of the English syllabus than if he/she does not make use of this process. It is obvious that the changes in

the learning processes are impossible without the consideration of the reconsideration of the curriculum. The changes in the class materials should be done in order to meet the needs of students. However, it appears to be a very complicated affair due to the fact that if a teacher Want to change the course materials, he/she should make sure that a number of activities are included, that the new changes correspond to the curriculum and students do not feel any discomfort in using new materials.

This research has the same methodology as other studies Al-Hamlan & Baniabdelrahman (2015); Boroujeni & Fard (2015); and Rus (2019) that use qualitative research. However, this research has a different focus. When Mubar (2015) focus on the students' need English speaking materials based on their needs to improve their speaking ability, this research focuses on needs analysis in English reading materials and what is the relevancy with the students need. This research will conduct at one class of the Seventh semester of Mathematics Education Department of UIN in Bandung, West Java, Indonesia.

